National Center for Education Statistics

The Nation's Report Card NAEP

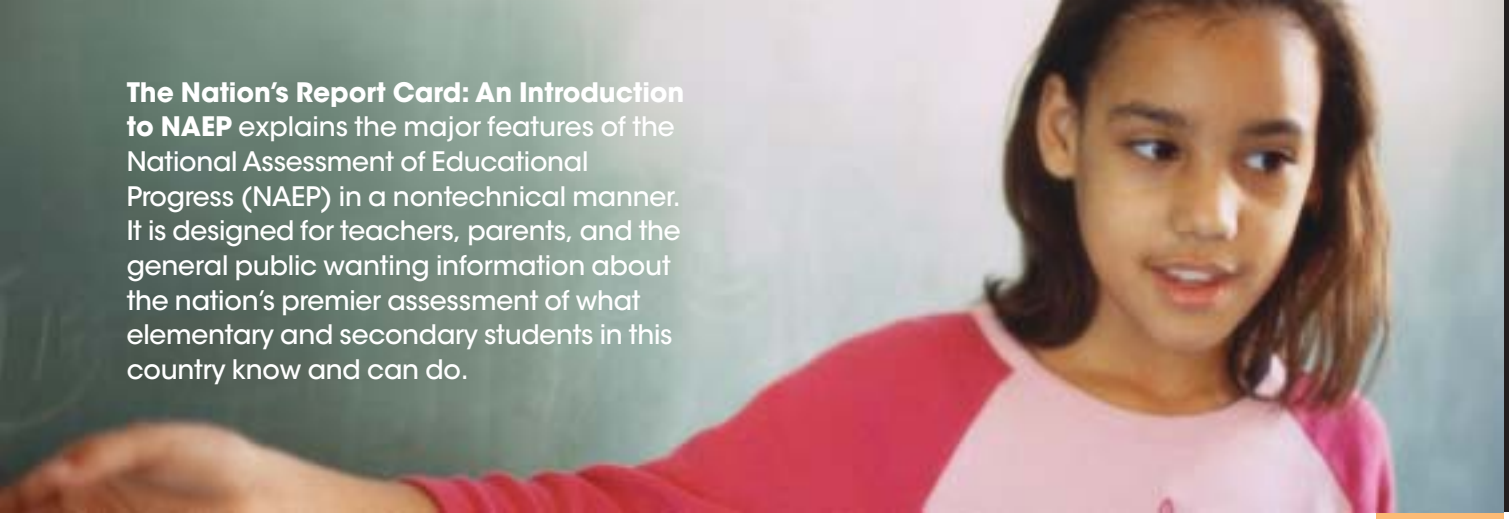
U.S. Department of Education
Institute of Education Sciences
NCES 2005–454 Revised

The Nation's Report Card

An Introduction to The National Assessment of Educational Progress (NAEP)

NAEP • The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project of the National Center for Education Statistics (NCES), within the Institute of Education Sciences at the U.S. Department of Education. The head of NCES, the Commissioner for Education Statistics, is responsible, by law, for carrying out NAEP. Since 1988, NAEP has been under the policy direction of the National Assessment Governing Board (NAGB), an appointed body that includes educators, elected officials, parents, and members of the general public.



The Nation's Report Card: An Introduction to NAEP explains the major features of the National Assessment of Educational Progress (NAEP) in a nontechnical manner. It is designed for teachers, parents, and the general public wanting information about the nation's premier assessment of what elementary and secondary students in this country know and can do.

The Need for the National Assessment of Educational Progress

How well are our students performing in reading, writing, and mathematics, and in science, history, and geography? Are the students in my state performing as well as they should? Do they perform as well as those in other states? Are there differences between the performance of boys and girls? Do today's students do as well as students did 10, 20, or even 30 years ago?

Answers to questions like these aren't easy to come by. We are a diverse nation, with 50 independent state educational systems, more than 14,000 local districts, and more than 100,000 public and private schools.

The National Assessment of Educational Progress (NAEP), often called "The Nation's Report Card," was authorized by Congress in 1969 and is a way to help answer these questions. Over the past 35 years, NAEP has provided an independent measure of what students across the United States know and can do in reading, mathematics, science, and writing, as well as other core subject areas. NAEP has been reporting state-by-state results since 1990.

FYI

NAEP. Visit the NAEP website at http://nces.ed.gov/nationsreportcard for more information about NAEP.

National Center for Education Statistics. The National Center for Education Statistics (NCES) administers NAEP. Visit the NCES website at http://nces.ed.gov to learn about other NCES programs.

U.S. Department of Education. The U.S. Department of Education (ED) oversees most federal assistance to education. Visit the ED website at http://www.ed.gov to find out about ED programs.

National Assessment Governing Board. The National Assessment Governing Board (NAGB) was created by Congress in 1988 to set policy for NAEP. The Board is composed of state, local, and federal officials; educators; business representatives; and members of the general public. Visit the NAGB website at http://www.nagb.org.

NAEP produces a national set of scores based on the performance of students across the country and state-level results for participating states and jurisdictions. While all states conduct annual standardized tests to report on the performance of students on their specific curriculum objectives, the state assessments vary substantially from state to state, so results among the states cannot be compared.

Policymakers, educators, and parents rely on the national and state data from NAEP to help them understand how their state's performance compares to the national average and to that of other states, and to assess the extent to which the performance in their state is moving forward or falling behind.

Measuring Current Performance and Trends Over Time

NAEP has two major goals:

1) to discover what American students know and can do in key subject areas, and

2) to measure educational progress over long periods of time.

To address these goals, the NAEP program includes two types of assessments: Main NAEP and Long-term Trend NAEP.

Main NAEP: What Students Are Learning Today

The NAEP assessments given most often are known as Main NAEP. The content of the Main NAEP assessments is reviewed and updated every 10 years. Every 2 years, reading and mathematics are assessed at the national level at grades 4, 8, and 12, and at the state level at grades 4 and 8. Every 4 years, science and writing are assessed at the national level at grades 4, 8, and 12, and at the state level at grades 4 and 8. Other subjects are assessed periodically.

Long-term Trend NAEP: Comparing Performance Over Decades

Long-term Trend NAEP measures student performance at the national level in reading and mathematics over time, using questions and question formats that have remained relatively fixed from 1969 to the present. Recent scores can be compared with those from earlier decades. The Long-term Trend assessment is administered to 9-, 13-, and 17-year-olds. Beginning with the 2004 Long-term Trend assessment, results will be reported for the nation every 4 years.

FYI

Main NAEP. For more information about Main NAEP, visit the NAEP website at http://nces.ed.gov/nationsreportcard/about/national.asp.

Long-term Trend NAEP. For more information about Long-term Trend NAEP, visit http://nces.ed.gov/nationsreportcard/about/trend.asp.

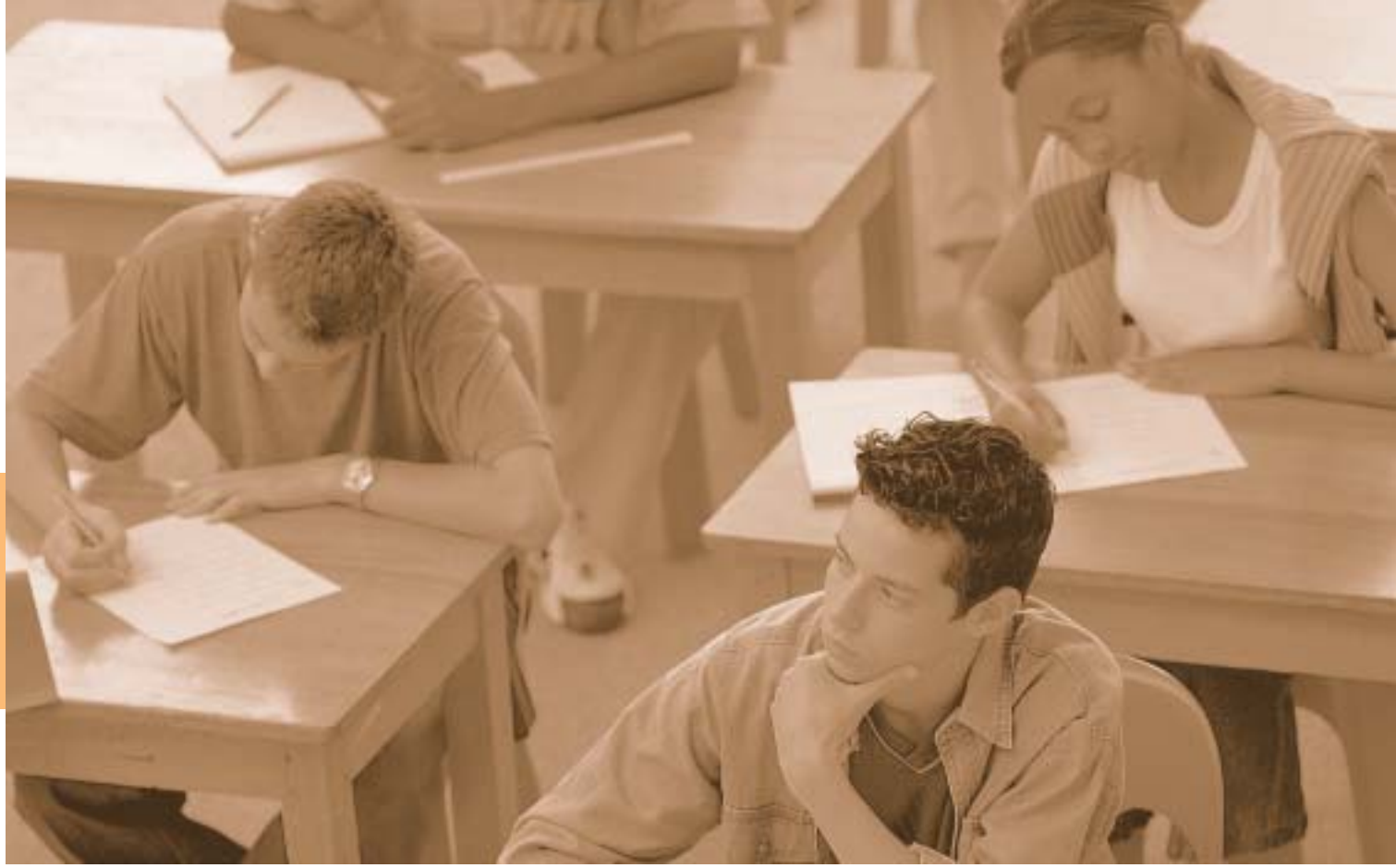
Assessing Groups of Students, Not Individuals

NAEP assessments are administered to samples of U.S. students in grades 4, 8, and 12. Schools are selected to be representative of states, the nation, or other jurisdictions as appropriate. Students are then randomly selected from those schools to participate. NAEP does not provide scores for individual students or schools. Any one student takes only a small portion of the whole assessment. The responses are combined and the results are reported for *groups* of students by characteristics such as gender and racial/ethnic membership.

NAEP has been able to provide uniquely valuable information on the performance of American students, thanks to the participation of selected schools and students. Participation in NAEP is voluntary for students who are selected and has no effect on a student's grades.

Deciding What Is Assessed

The National Assessment Governing Board (NAGB) works with teachers, curriculum specialists, administrators, parents, and members of the public to select subjects and define content for each Main NAEP assessment, as well as to develop assessment objectives and test specifications. Appointed by the U.S. Secretary of Education, the Board consists of 26 members, including teachers, state governors, state legislators, testing experts, school principals, and parents.



Expanding NAEP's Mission

In 1990, NAEP began offering states the opportunity to participate in state-level assessments in reading, mathematics, science, and writing. Generally, 40 to 45 states elected to participate in the state NAEP assessments. Beginning in 2003, the *No Child Left Behind Act of 2001* required all states and school districts receiving federal Title I funds to participate in biennial NAEP reading and mathematics assessments at the fourth and eighth grades.

Beginning in 2002, NAEP offered its first assessment at the district level, on a trial basis. Five large public school urban districts voluntarily participated in the 2002 trial assessment. In 2003, a total of nine districts participated.

The chart on page 7 shows what subjects NAEP has assessed since 1990, and what assessments are scheduled in the future. The assessments given in the 1970s and 1980s are not listed for the sake of brevity, but are available on the NAEP website (http://nces.ed.gov/nationsreportcard/about/assesshistory.asp).

Schedule of NAEP Assessments

Year	Main NAEP		Long-term Trend
	National	State	
1990	Mathematics Science Reading	Mathematics (8)	Mathematics Science Reading Writing
1992	Mathematics Reading Writing	Mathematics (4,8) Reading (4)	Mathematics Science Reading Writing
1994	Geography U.S. History Reading	Reading (4)	Mathematics Science Reading Writing
1996	Mathematics Science	Mathematics (4,8) Science (8)	Mathematics Science Reading Writing
1997	Arts (8)		
1998	Reading Writing Civics	Reading (4,8) Writing (8)	
1999			Mathematics Science Reading
2000	Mathematics Science Reading (4)	Mathematics (4,8) Science (4,8)	
2001	U.S. History Geography		
2002	Reading Writing	Reading (4,8) Writing (4,8)	
2003	Reading (4,8) Mathematics (4,8)	Reading (4,8) Mathematics (4,8)	
2004			Mathematics Reading
2005	Reading Mathematics Science	Reading (4,8) Mathematics (4,8) Science (4,8)	
2006	U.S. History Economics (12) Civics		
2007	Reading (4,8) Mathematics (4,8) Writing (8,12)	Reading (4,8) Mathematics (4,8) Writing (8)	
2008	Arts (8)		Mathematics Reading
2009	Reading Mathematics Science	Reading (4,8) Mathematics (4,8) Science (4,8)	
2010	World History (12) Geography		

NOTE: Grades tested are 4, 8, and 12 in Main NAEP and ages 9, 13, and 17 in Long-term Trend NAEP unless otherwise indicated. NAEP assessment schedules are subject to change. Visit the NAGB website at http://www.nagb.org for the current NAEP assessment schedule.

Beginning With a Framework

Each Main NAEP assessment is built from an organizing content framework developed by NAGB. The frameworks in each NAEP subject specify what students should know and be able to do at a given grade level. They guide the design of the questions that are ultimately given to students.

NAGB is responsible for the NAEP frameworks, and includes teachers, subject-matter specialists, state education officials, policymakers, parents, and members of the public in the process of framework development. The result is a comprehensive description of what NAEP should assess.

The following section uses the NAEP mathematics assessment to illustrate the content of the frameworks in more detail and to explain how the questions are developed and distributed into booklets for the administration of the assessment. Sample mathematics questions from the 2003 eighth-grade assessment are also provided.

Mathematics Assessment Framework

The NAEP 2005 mathematics framework calls for the assessment to include questions based on five mathematics content areas: 1) number properties and operations, 2) measurement, 3) geometry, 4) data analysis and probability, and 5) algebra.

The framework specifies that each NAEP question assess an objective that can be associated with a single content area of mathematics, such as number properties and operations or geometry. The questions make demands on students' thinking based on the framework requirements. The levels of mathematical complexity—low, moderate, and high—form an ordered description of the demands a question may make on a student.

FYI Frameworks. Frameworks are developed for each assessment. The complete mathematics framework and frameworks for other subjects are available on the NAGB website (http://www.nagb.org/pubs/pubs.html).

Developing the Assessment Questions

The NAEP item developers go to great lengths to make certain that the questions reflect educators' best thinking about what students know and should be able to do. Based on NAEP frameworks, testing specialists develop questions with the help of teachers, curriculum specialists, and measurement experts. Many reviews of the questions and responses also take place to assure appropriateness and fairness.

The *No Child Left Behind Act of 2001* states that NAGB must "take steps to ensure that all items selected for use in the National Assessment are free from racial, cultural, gender, or regional bias and are secular, neutral, and non-ideological." NAGB's development committee reviews all questions at several stages of development. In addition, content experts from each state review newly developed test questions before they are included in the assessment.

After questions undergo initial reviews by test development staff, subject-area specialists, and NAGB, they are pilot tested with small numbers of students. Based on the results of the pilot tests and additional reviews by content and assessment experts, questions are selected and refined for use in a field test. The field tests, which are administered to thousands of students, are then scored and analyzed. Suitable questions for the actual assessment are chosen based on field-test results and framework specifications. Subject-matter specialists, NCES, and NAGB staff members conduct final reviews and make changes as necessary before the actual assessment is administered.

Assembling the Assessment Booklet

The NAEP development process results in an assessment that may have hundreds of questions. The 2003 fourth-grade mathematics assessment, for example, had more than 140 individual items. However, no student who participates in NAEP takes the entire NAEP assessment. The questions are separated into groups and packaged into booklets. Each student receives one booklet, which contains a portion of the questions—anywhere from 10 to 20 percent of the whole assessment. The booklets are distributed so that only a small percentage of students in a given school get the same assessment booklet. However, everyone receives groups of questions that are equally demanding.

NAEP assessments include both multiple-choice and open-ended questions. The open-ended questions call for student-composed responses. The students write an answer that can be anywhere from a few words to several paragraphs in length—even longer on writing assessments.

The sample questions on pages 11–12 are from the 2003 eighth-grade mathematics assessment and illustrate the NAEP mathematics content areas and levels of complexity. Each student participating in the assessment was administered two 25-minute blocks of approximately 16–20 questions each.

FYI Released Questions. After each assessment, 25 percent or more of the test questions are made publicly available to provide samples of NAEP contents and results. Previously released questions, scoring rubrics, and samples of student responses are easily accessed through the NAEP Questions Tool (http://nces.ed.gov/nationsreportcard/itmrls).

Sample Questions

Eighth-Grade Mathematics

Multiple-Choice Question

If the value of the expression $x + 2$ is less than 12, which of the following could be a value of x?

Ⓐ 16

Ⓑ 14

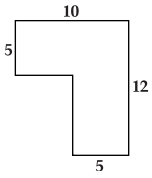
Ⓒ 12

Ⓓ 10

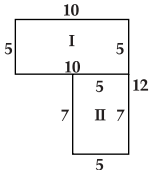
● 8

Mathematics Content Area:	Mathematical Complexity:
Algebra	Low

Open-Ended Question



Ted wants to purchase floor covering for the hallway shown above. He knows there are many ways to find the area of the hallway. One way is to divide the hallway into the sections shown below and then add together the area of each section.

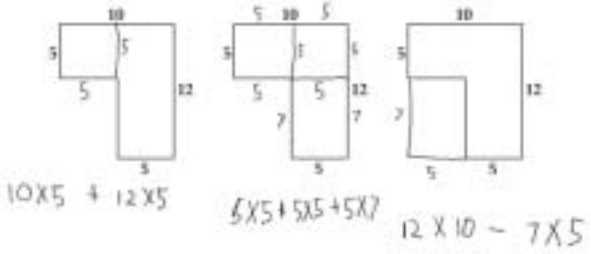


Area of Hallway = Area of Region I + Area of Region II

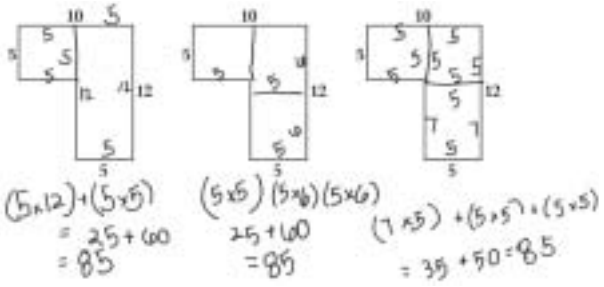
Area = (5 x 10) + (7 x 5)

Use the figures below to show 3 other ways that Ted can divide the hallway to find its area. Below each figure explain what numbers and operations Ted could use to calculate the area.

Sample "Satisfactory" Response



Sample "Extended" Response



Mathematics Content Area:	Mathematical Complexity:
Measurement	High

A description of how this open-ended question is scored by NAEP is found on page 18.

Selecting the Sample

NAEP selects a sample large enough to assure valid and reliable results but generally does not include every student in the grades being assessed. For example, in 2003, about 190,000 grade 4 students in 7,500 schools and about 153,000 grade 8 students in 6,100 schools participated in the mathematics assessment. (Note: Similar numbers of students participated in the reading assessments at grades 4 and 8.)

Schools located in states or districts that receive Title I funds are required to participate in biennial NAEP reading and mathematics assessments at grades 4 and 8 if they are selected. School participation is voluntary in all other assessments.

By federal law, student participation is voluntary. However, it's important for selected schools and students to participate so that the results are truly representative. Children chosen to participate represent hundreds of students in their state and the nation.

National

For the national assessments, in a year without state assessments, NAEP selects a random sample of public and private school students to represent the diverse student population in the United States. The number of schools and students selected to participate in national assessments varies depending on the subjects assessed. When conducting only a national assessment without state assessments, typically 6,000 to 10,000 students per grade for each subject are assessed.

The national samples are chosen using a stratified two-stage design: schools are classified first by geographic location and then by level of minority enrollment. Within each location- and enrollment-based category, a predetermined proportion of schools is randomly selected, providing accurate results for all students—and all subgroups.

State

For state assessments, NAEP selects a random sample of public school students to represent each participating state. In a typical state, NAEP selects about 3,000 students in approximately 100 schools for each grade and each subject assessed.

The samples are selected using a two-stage design that first selects schools within each state or other jurisdiction and then selects students within schools. First, schools are classified and sorted based on characteristics they have in common. Then they are randomly selected. (To ensure that the student sample represents students from large and small schools in the appropriate proportions, large schools are more likely to be selected than small ones.) If a district or school is unique in its state, it may be selected for each assessment cycle. For example, a district may be asked to participate frequently if it is in the only major metropolitan area of a state or has most of the state's minority population. Schools are not permitted to volunteer to be in the sample. Once NAEP has identified the schools for the assessment, students within each participating school are selected randomly. In state assessment years, the state samples are combined to produce a national sample.

District

For the Trial Urban District Assessment (TUDA), the sample of students in the participating urban school districts represents a supplement to the sample of students who would usually be selected as part of state samples. Results from the 2003 assessments were reported (on a trial basis) for district-level samples of fourth- and eighth-grade students in Atlanta, Boston, Charlotte, Chicago, Cleveland, Houston, Los Angeles, New York City, and San Diego.

Accommodating Students With Disabilities (SD) and/or Limited-English-Proficient (LEP) Students

Schools are encouraged to include SD and LEP students in the Main NAEP assessments. To remove barriers to their participation, these students may use accommodations as needed. An accommodation is defined by NAEP as a change in testing conditions that removes barriers to participation for SD and LEP students, but which does not alter what is being tested. For SD students, accommodations are usually assigned based on a student's Individualized Education Program (IEP) or other program (e.g., Section 504). For LEP students, accommodations are those usually provided for classroom testing. Starting in 2002, accommodations have been provided to all SD and LEP students who require them to participate in NAEP.

Some of the more commonly used accommodations in NAEP are extended time to complete the assessment, testing in small-group sessions or one-on-one with an administrator, use of a scribe to write students' answers, and reading the directions aloud. Linguistic accommodations, such as bilingual (English-Spanish) test booklets are also offered on assessments other than reading. A student may not use an accommodation that would alter the construct being tested, such as reading aloud or translating the reading passages on a test of reading.

Informing Parents About NAEP

By law, parents of children selected to participate in NAEP must be informed before the assessment that participation is voluntary and that students are not required to complete each item on the assessment. In addition, the *No Child Left Behind Act of 2001* says that NAEP must not evaluate or assess personal or family beliefs and attitudes or publicly disclose personally identifiable information. Student names are removed before the booklet leaves the school. No records are kept that connect student names with the answers they gave on the assessment.

Parents are encouraged to contact their local school for information about NAEP. School principals are provided with demonstration booklets with sample questions taken from earlier assessments. All NAEP publicly released items are also available on the web in the NAEP Questions Tool. In addition, parents can request information about NAEP from their NAEP state coordinator. Contact information for the NAEP state coordinators is posted on the NAEP website.

FYI

NAEP Demonstration Booklets. Parents who are curious about what types of questions their child will be asked can download a booklet with sample questions from the NAEP website (http://nces.ed.gov/nationsreportcard/about/booklets.asp).

NAEP Questions Tool. The NAEP Questions Tool provides easy access to NAEP questions, student responses, and scoring guides that are released to the public. Both national and state data, where appropriate, are presented (http://nces.ed.gov/nationsreportcard/itmrls).

NAEP State Coordinators. To contact state coordinators, refer to the State Profiles section on the NAEP website (http://nces.ed.gov/nationsreportcard/states).

Administering the Assessment

NAEP assessments are conducted from late January through mid-March. Trained NAEP field staff administer the assessments, working with schools to manage the process. Schools are asked to designate a staff member to serve as the school coordinator to assist NAEP staff with in-school arrangements. Each state also has a federally funded NAEP state coordinator who works with participating schools.

Taking the Assessment

The time required for each student to participate in the NAEP assessment is about 1 hour. In addition to completing the two 25-minute sections of subject-matter questions in each test booklet, students are asked to complete two 5-minute sections of background questions that ask about their home or school experiences specifically related to achievement in the particular subject area being assessed. Students are free to skip any question or part of the assessment that they do not wish to answer. However, nonparticipation and nonresponse greatly reduce the amount of potentially useful information that can be reported by NAEP.

Scoring NAEP

Each NAEP assessment has both multiple-choice and open-ended questions. Computers score multiple-choice questions by scanning the assessment booklets. Open-ended questions require written answers and a different approach to scoring. Trained scorers evaluate student answers to open-ended questions using scoring rubrics or guides. To make sure the scoring is reliable and consistent, NAEP

- develops detailed scoring guides;
- recruits and trains qualified and experienced scorers;
- double-checks the scorers' abilities through qualifying assessments; and
- monitors and reviews the quality and consistency of each scorer's decisions.

Each open-ended question has a unique scoring guide that defines the criteria used to evaluate students' responses. The extended open-ended questions are evaluated with four- and five-level guides. For example, below is part of the scoring guide for the 2003 eighth-grade mathematics question shown on page 12. It explains how to decide whether a student's response to the question is "extended," "satisfactory," "partial," "minimal," or "incorrect."

Score & Description	
Extended	Three figures divided correctly with no incorrect labels and three correct expressions for area
Satisfactory	Three figures divided correctly with no incorrect labels and two correct expressions for area
Partial	Two figures divided correctly with no incorrect labels and one or two correct expressions for area OR Three figures divided correctly with no incorrect labels and one correct expression for area
Minimal	One figure divided correctly with no incorrect labels and correct expression for area of that figure OR Two or three figures divided correctly with no incorrect labels and no correct (or missing) expressions for area of figures
Incorrect	Incorrect response

NOTE: **Any** division of the figures into rectangles, triangles, trapezoids, or parallelograms is acceptable. Student either needs to show (5 × 5) + (5 × 12), for example, OR label all appropriate dimensions in the figure to give credit for 25 + 60. However, 25 + 60 is not acceptable if dimensions are not labeled.

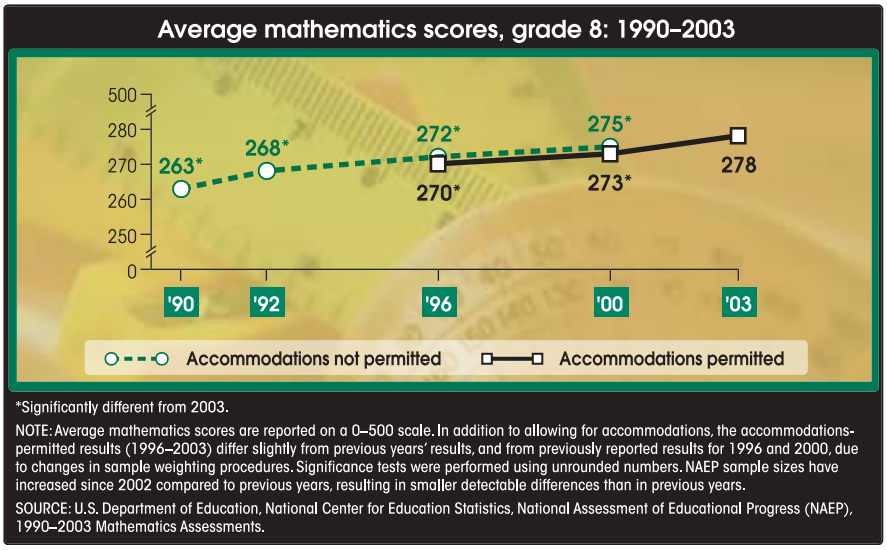
Reporting Student Performance

Main NAEP results show student performance for the country as a whole and for each participating state. Long-term Trend NAEP assessments show how national student performance has changed over long periods of time. Average scale scores summarize what students *know* and *can do*. Achievement levels show how well students have reached standards for what they *should know* and *should be able to do*.

Scale Scores

NAEP reports *average scores* on the NAEP scale for the subject and grade being assessed. The NAEP scale is 0–300 or 0–500 depending on the subject. Average scale scores are provided for the total group of students in a grade, and for groups defined by region, gender, race/ethnicity, type of school, and other characteristics. For example, on the 2003 mathematics assessment, the eighth-grade average score was 278 on a scale of 0–500. Boys averaged 278 and girls averaged 277.

In addition to reporting scores for a given assessment year, NAEP results show change in scores over time. For the 2003 eighth-grade mathematics assessment, the average scale score of 278 was higher[1] than the average in all previous assessment years. In the chart below, note that there are overlapping trend lines between the 1996 and 2000 mathematics assessments. This reflects a transition from not allowing testing accommodations to permitting students with disabilities (SD) and limited-English-proficient (LEP) students to use certain accommodations such as extended time and small group testing. From 1996 to 2000, an experimental sample of students was given accommodations, while other SD and LEP students were not allowed to use them, as in the past. By having two overlapping samples, NAEP was able to continue reporting data trends from the past (in which no accommodations were permitted) and to bridge to the future (i.e., accommodations permitted). In 2002, the change became permanent, and since that time all students requiring accommodations that NAEP allows have been permitted to use them.



[1]Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

Achievement Levels

NAEP also reports by *achievement levels*: the percentages of students in the nation, state, or group of students who have reached certain levels of performance. NAGB specifies achievement levels—*Basic*, *Proficient*, or *Advanced*—for each subject.

NAEP's three achievement levels are defined generally as follows:

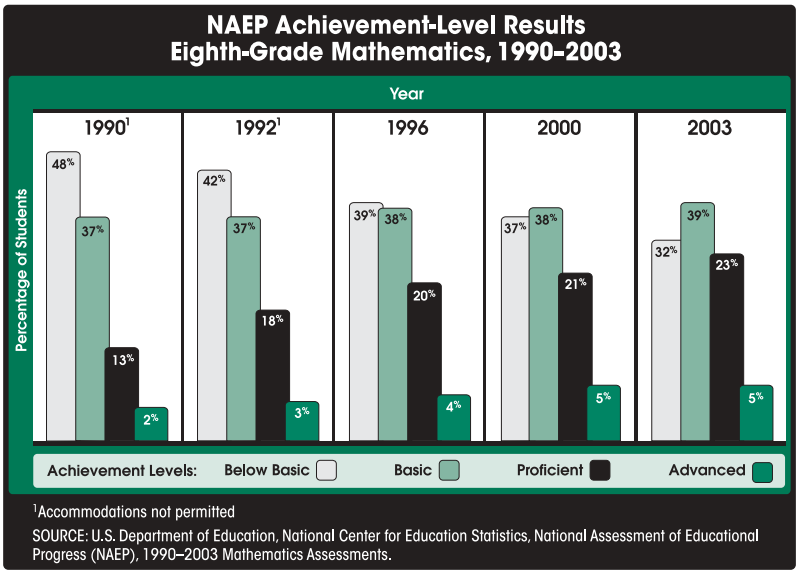
Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: This level denotes superior performance.

The achievement-level results show the percentage of students who perform at a *Basic*, a *Proficient*, or an *Advanced* level. For example, on the 2003 mathematics assessment, 39 percent of all eighth-grade students scored at a *Basic* level, 23 percent at a *Proficient* level, and 5 percent at an *Advanced* level. The other 32 percent were categorized as below *Basic*.

The chart below shows how the percentages of students at the various achievement levels in eighth-grade mathematics have changed over time, from 1990 to 2003.



Putting Results in Context

NAEP measures the academic performance of American students in various content areas and allows comparisons to be made over time. Each assessment produces a wealth of data for analysis. In addition to reporting by scale scores and achievement levels, NAEP disaggregates data by group (e.g., race/ethnicity, gender, students with disabilities, and limited English proficiency); location (national, state, and regional comparisons); and background (i.e., student, teacher, and school characteristics).

As part of the NAEP assessment, teachers, administrators, and students complete background questionnaires that are analyzed along with the assessment results. Using the information obtained from the background questionnaires, student performance can be compared across NAEP's reporting variables. For example, the data can be used to compare the performance of different groups (e.g., girls vs. boys) or show how students who differ in some way (e.g., students who live in an urban vs. a rural area) compare in their performance in a subject. NAEP also looks at various factors that may relate to academic achievement including courses taken, homework requirements, how often textbooks are used, and computer use.

Comparisons in NAEP are not based just on numerical differences. NAEP uses statistical methods to test whether the differences might have occurred just by chance or whether they are reliable—whether repeating the assessment with other students in the same groups, with other schools, or on different days would give the same result.

Special NAEP Studies, Programs, and Reports

Special Studies

In addition to the assessments, NAEP coordinates a number of related special studies. For example, the NAEP High School Transcript Study (HSTS) provides information on course offerings and course-taking patterns in the nation's secondary schools, and compares them to achievement at grade 12 as measured by NAEP. The Oral Reading Study provides information about a student's fluency in reading aloud and examines the relationship between oral reading accuracy, rate (or speed), fluency, and comprehension. The Technology-Based Assessment Project explores the use of technology, especially the use of the computer, as a tool to enhance the quality and efficiency of educational assessments.

Secondary Analysis Grant Program

NAEP's large scale, the regularity of its administration, and its stringent quality control processes for data collection and analysis make the data valuable to researchers and educators who have diverse interests and varying levels of analytical experience. Through its Secondary Analysis Grant Program, NAEP encourages researchers and policymakers to make use of the data and to perform their own analyses and studies. This research program encourages qualified analysts to apply fresh perspectives and ideas to the analysis of NAEP and HSTS data and to the preparation of reports utilizing state-of-the-art techniques to analyze and report the information.

Technical Reports

The NAEP Technical Reports provide details on the instrument development, sample design, data collection, and data analysis procedures for each assessment.

FYI

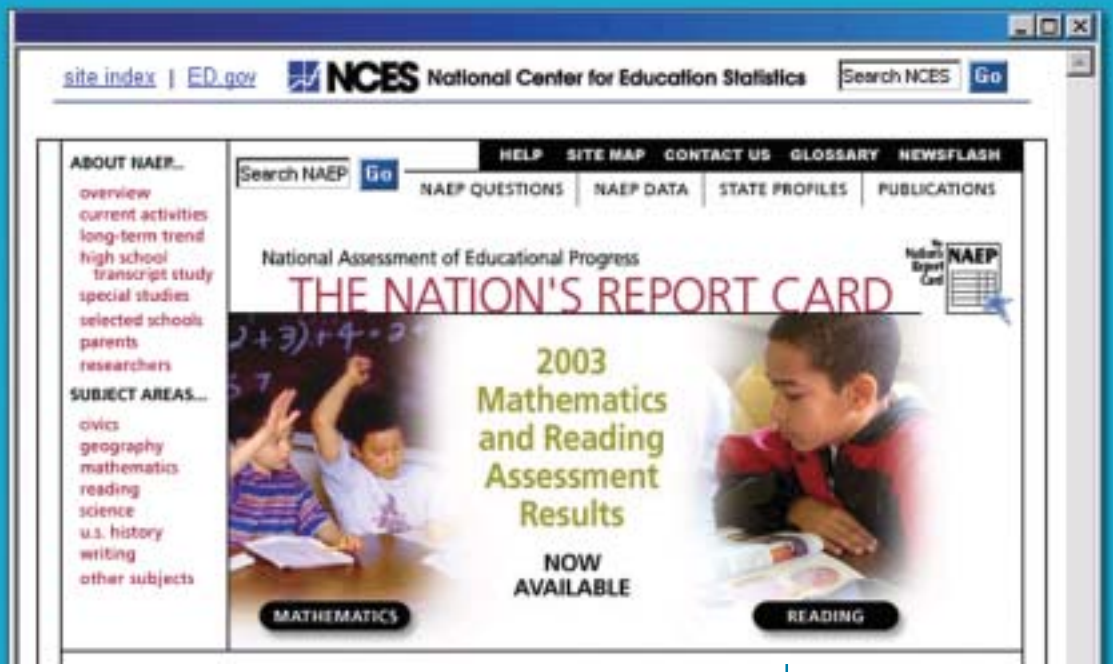
Special Studies. For more information on NAEP's ongoing special studies, visit http://nces.ed.gov/nationsreportcard/studies.

Secondary Analysis Grant Program. The program is open to all public or private organizations and consortia of organizations. Learn more at http://nces.ed.gov/nationsreportcard/researchcenter/funding.asp.

Technical Reports. For more technical information about the NAEP assessment, visit http://nces.ed.gov/nationsreportcard/pubs/main1998/2001509.asp.

Presenting Results to the Public

Results from NAEP assessments form a public resource for parents, teachers, political and educational leaders, researchers, policymakers, curriculum specialists, the media, and the American public. At the national level, NAEP results are reported in a variety of formats. “Report Cards” are extended reports that closely examine NAEP results, and also provide insight into the assessment’s design and administration. “Highlights” are brief reports that provide a summary of NAEP data. At the state level, NAEP results are printed in the Highlights alongside the results for the nation. In addition, NAEP produces a report for each participating state in the form of a one-page online only “snapshot.” Tools and resources are made available to states to develop comprehensive state reports, as well as their own targeted online only snapshot reports. For the Trial Urban District Assessment, a separate Highlights report is available, as well as an online only snapshot report for each participating urban district. In addition to these printed resources, NAEP publications and data can all be accessed on the NAEP website.



http://nces.ed.gov/nationsreportcard

NAEP on the Web

The National Center for Education Statistics first commissioned the NAEP website in 1996 to improve public access to NAEP data. In addition to allowing access to NAEP publications in pdf form, the NAEP website also includes resources for accessing and analyzing NAEP data.

The forthcoming NAEP Data Explorer, which replaces the NAEP Data Tool, will allow users to analyze student-level data, generate sophisticated graphics (such as trend lines and cross-state comparison maps), and produce multiple-variable tables. The data will be presented via two separate modes: Quick Start, geared toward those interested in results from the most recent assessments of a subject, including trend data; and the Advanced Data Explorer, designed for those interested in a comprehensive view of all NAEP data.

The NAEP Questions Tool provides access to publicly released questions from NAEP assessments. More than 1,000 questions have been released. NAEP will continue to release approximately one-quarter of the questions after the completion of each assessment. Questions Tool users can view performance data (including data for various subgroups), content classification, scoring guides, and sample student responses.

The NAEP State Profiles present key data about each state's student and school population and its NAEP testing history and results. The profiles provide easy access to all NAEP data for participating states and links to the most recent state report cards for all available subjects.

Accessing NAEP Web Tools

Data Explorer: http://nces.ed.gov/nationsreportcard/naepdata

Questions Tool: http://nces.ed.gov/nationsreportcard/itmrls

State Profiles: http://nces.ed.gov/nationsreportcard/states

NAEP Publications

In order to meet the diverse interests of its constituents, NAEP provides a variety of printed and electronic reports of national, state, and urban district assessment results. The table below contains selected NAEP publications available on the NAEP website and/or in print.

Selected NAEP Publications	Available on NAEP Website	Available in Print
Reports and Frameworks		
NAEP Report Cards	●	●
NAEP Highlights Reports	●	●
NAEP Snapshots Reports	●	
NAEP Frameworks	●	●
Selected Guides, Brochures, and Special Reports		
NAEP Year-at-a-Glance	●	●
An Overview of NAEP	●	●
A Parents' Guide to NAEP	●	●
A Guide to the Technical Procedures in the NAEP Assessment	●	●
The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990–2000	●	●
Increasing the Participation of Special Needs Students in NAEP	●	●

U.S. Department of Education
ED Pubs
8242-B Sandy Court
Jessup, MD 20794-1398

Official Business
Penalty for Private Use, $300

U.S. POSTAGE PAID
U.S. DEPARTMENT
OF EDUCATION
PERMIT NO. G-17